

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: K/ALL ABOUT ME

Course Code: ELA

### COURSE INTRODUCTION:

Children enter kindergarten with varying academic skills. A kindergarten school year will provide many opportunities and experiences with poems, nonfiction, and fiction text, songs, and rhymes. They will be immersed in a print rich environment engaging in meaningful reading and writing experiences. By the end of the year, students will be able to cooperate with peers, read and comprehend simple text using various strategies, and compose writing pieces using their knowledge of letters and sounds. They will be able to converse about a topic with their teachers and peers. They will continue to build on the academic and social skills learned in kindergarten.

### UNIT DESCRIPTION:

SUGGESTED UNIT TIMELINE: 2 WEEKS

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<p>In this unit, students will be involved in many learning opportunities involving the one thing they notice the most, themselves. Students will be learning alphabet knowledge, phonemic awareness, and beginning reading and writing strategies using their own names and the names of their classmates. Students will be sharing information about themselves and their lives through drawings, writing, and discussion. This unit will use shared reading, read alouds, working with magnetic letters, interactive writing, assisted writing, and teacher modeling. This unit's activities are designed for early in the school year but can be increased in difficulty if used later in the year.</p> <p>Diverse Learners</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf">http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf</a>. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p><a href="#">Provide Feedback</a></p>	<p><b>CLASS PERIOD (min.): DAILY</b></p>
<p><b>ESSENTIAL QUESTIONS:</b></p> <p><b>1. How can my name help me learn to read and write?</b></p>	

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2. What do I need to learn in order to read and write?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES		CROSSWALK TO STANDARDS				
		CA GLE	Performance Goals	CCSS ELA Grade Level	CCSS ELA Anchor	DOK
1. Students will be able to draw a picture and verbally tell a story about the drawing.		W.3.A.K.a	1.8 2.1	W.K.2		3
2. Students will be able to write their first name correctly, using a capital for the first letter and lowercase letters for the rest.		W.2.E.1.b	2.2	L.K.2.b		1
3. Students will be able to respond and answer questions based on a read aloud.		R.1.H.K.a R.1.H.K.b	1.5 1.6 3.5	SL.K.2 L.K.4.a L.K.5.a L.K.5.c L.K.5.d		2
4. Students will be able to recognize and locate their name in print when		R.1.D.K.a	1.5	RF.K.3.c		1

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surrounded by other names and words.						
5. Students will be able to identify the letters in their name.		R.1.A.K.a	1.5 1.6	RF.K.1.a RF.K.1.b		1
<p><b>ASSESSMENT DESCRIPTIONS*:</b> (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc. )</p> <ol style="list-style-type: none"> <li>Students will be able to draw a picture and verbally tell the teacher or class a story about the drawing. The picture needs to match the story being told.</li> <li>Students will be able to write their first name correctly, using a capital for the first letter and lowercase letters for the rest and correct letter formation.</li> <li>Students will point and identify the letters in their name.</li> <li>Students will be able to recognize and locate their name in print when surrounded by other names and words.</li> <li>Students will respond and answer comprehension questions based on a class read aloud.</li> </ol> <p><b>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above ( i.e., Grade Level/Course Title/Course Code, Unit #.)</b></p>						
	<b>INSTRUCTIONAL STRATEGIES (research-based):</b> (Teacher Methods)					
3	<p><u>Today I Feel Silly</u> by Jamie Lee Curtis</p> <ol style="list-style-type: none"> <li>As a class, discuss feelings in writing. For example, how are you feeling or how do characters feel in stories, how do</li> </ol>					

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	<p>you know that what they are feeling.</p> <ol style="list-style-type: none"><li>2. Read the story.</li><li>3. Tape premade emotion faces (Katie Wood Ray) to the board, choose only 5 or 6.</li><li>4. Have the children come up with words to describe each face.</li><li>5. Write the words on a sentence strip and tape it underneath that face.</li><li>6. Leave the faces and words hanging in the room for the students to use during writing time as an interactive word wall.</li></ol>
	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>
3	<ol style="list-style-type: none"><li>1. Have the students choose an emotion and draw a picture about what would make them feel that way. Have students write the word that matches their picture at the bottom. You can also have students write the sentence "I feel _____." to increase the difficulty.</li><li>2. Students should share their drawing and emotion with the class. Also, have them share what would make them feel that emotion.</li></ol>

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	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>
1	<p><b>2. <u>When I Was Little</u> by Jamie Lee Curtis</b></p> <ol style="list-style-type: none"> <li>1. After reading the story aloud to the class, have the students create a drawing of something they can do now that they are “big”.</li> <li>2. Explain that they will be sharing this story, either to the teacher or to the class, when everyone is finished.</li> <li>3. Before allowing the students to start their “story”, the teacher will model the sharing process.</li> <li>4. The teacher should model talking about the picture but not telling a story. For example, “There’s me and there’s my mom and those are cookies.”</li> <li>5. Ask the class if this sounds like a story. Ask the students why it isn’t a story. The teacher can help the students realize that she was telling what was in the picture instead of what happened in the picture. We want students to tell what happens in a story, not just verbally label their pictures.</li> <li>6. Next, model how to correctly tell a story about a picture. For example: the teacher will say, “I am helping my mom make cookies.” while holding a picture of a girl and a lady and cookies.</li> </ol>
	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>
1	Allow students to create and share their stories with the class.
2	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>

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2	<p><b>3. <u>Brown Bear Brown Bear What Do You See?</u></b> By Bill Martin Jr.</p> <p>After reading the book, the class will construct a class book following the story pattern of <u>Brown Bear Brown Bear What Do You See?</u> using tissue paper and paint similar to the illustrator Eric Carle.</p> <p>Materials: washable tempera paint, colored tissue paper, photograph of each student, white construction paper, paintbrushes, black Sharpies</p> <ol style="list-style-type: none"><li>1. Have students tear the tissue paper in to 1 inch pieces (this doesn't need to be perfect). Make sure each student has a pile of various colored torn tissue paper pieces, about enough to cover an entire piece of construction paper.</li><li>2. Model for the class how they will be using the paint and tissue paper. Choose one color of tempera paint, this will be the only color used on this paper.</li><li>3. Paint a small portion of the white construction paper. Then place pieces of tissue paper on the wet paint, using a small amount of paint to stick the edges to the paper if needed. Overlapping the edges of the tissue paper in a collage-type fashion will provide a more dramatic affect.</li><li>4. Continue painting a small area of the paper and adding tissue paper until the entire page is completely covered with paint. The tissue paper may hang over the edge of the paper, this can be trimmed later.</li></ol>
	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>



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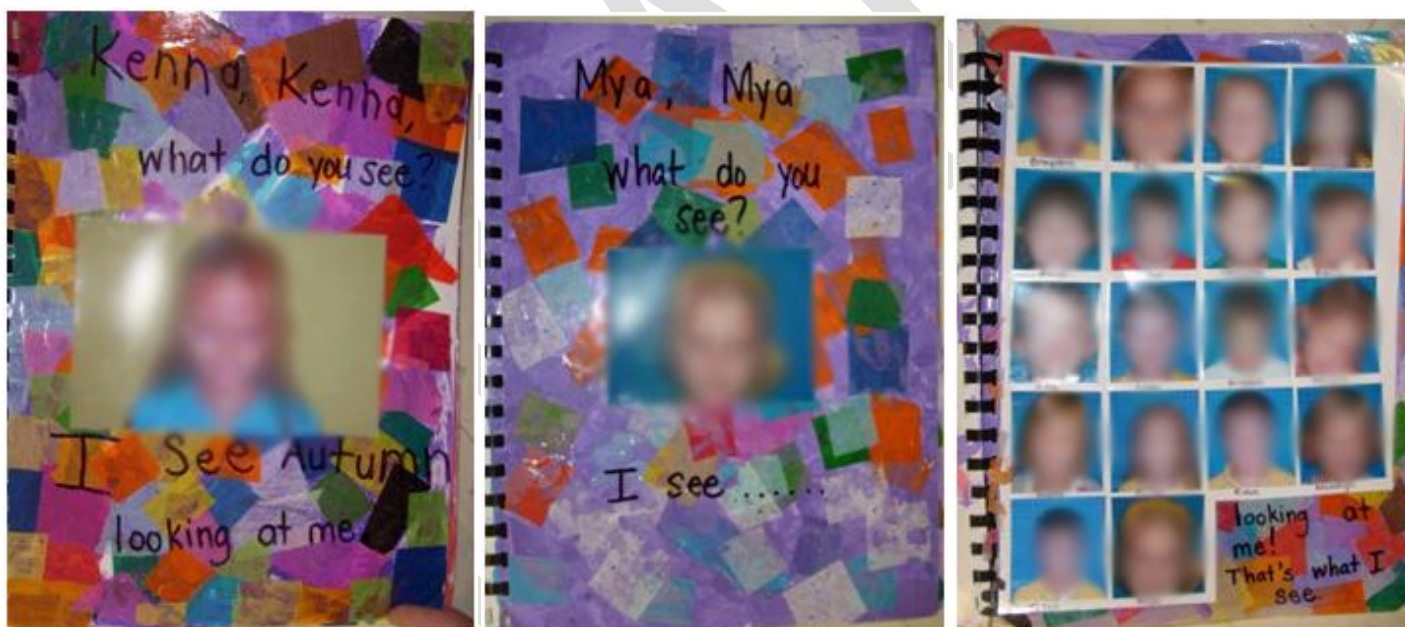
2	<ol style="list-style-type: none"><li>1. After modeling this process, allow students to choose one paint color for their project.</li><li>2. Have the students begin painting and adding tissue paper to their white construction paper. Make sure to walk around the room, monitoring and helping students as needed. The teacher will also need to make 2 pages for the class book, one for their own picture and one for the final page.</li><li>3. The students and their table/desk might end up wearing some paint, this is expected and will be cleaned when the project is finished.</li><li>4. Make sure the students cover the entire paper.</li><li>5. When they are finished, place the paper in an area where it can dry overnight.</li><li>6. When the paper has dried, tape the photograph of the student in the center of the paper.</li><li>7. Laminate each paper.</li><li>8. Put pages into a chosen order. This can be alphabetical by name, birthdays, or any other order you choose.</li><li>9. Using a black Sharpie, have the student write their name at the top of the page, twice. The teacher will then write "what do you see?" under their name. Under the student's picture, write "I see _____ looking at me." using the next students name in the sentence. How much or how little of the sentences the students are allowed to write depends on the teacher's comfort level and student ability. This step should be done individually with the teacher or in a small group. After the writing is finished, have the student point and read their page to the teacher.</li></ol>
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10. The teacher's page will come after all the students with the sentence "(Teacher name, teacher name) what do you see? I see....." written by the teacher. This page can also be done by the last student instead of the teacher. (see example)
11. The final page is a wallet size picture of each student labeled with their name followed by "looking at me! That's what I see."
12. When all the pages have been written, bind the pages into a class book that is made available in the classroom library. Make sure the pages are in order!



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	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>
5	<p><u>4. A My Name is Alice</u> by Jane Bayer</p> <p>Materials: 12x18 piece of white construction paper for each student, 3x3 square of white construction paper for each student, 3x14 piece of white construction paper for each student, copied photograph of each student (approximately 2.5x3.5 inches), glue sticks</p> <ol style="list-style-type: none"><li>1. Read the book aloud to the class. As you read, the students will begin to notice that it is in alphabetical order and be able to predict the next letter.</li><li>2. Take the time after each page to reinforce the letter's name and sound.</li><li>3. After reading, explain that you will be making a class book using their names.</li></ol>
	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>
5	<ol style="list-style-type: none"><li>1. Give each child a 3x3 inch square of white construction paper.</li><li>2. Have them write the first letter of their name on the square using a large capital letter. The teacher will decide if this will be done with pencil, pen, crayon, or marker.</li></ol>

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|  | <ol style="list-style-type: none"><li>3. Next, give each student a 3x14 inch strip of white construction paper. The students will write the sentence <b>my name is <u>(student's name)</u></b>.</li><li>4. Each child will now need a large piece of white construction paper (12x18 inch).</li><li>5. Students will glue the two pieces of their sentence, in order, at the top of the paper.</li><li>6. Allow students to use the rest of the paper for an illustration. The illustration should be about the student, what they like, what they can do, or even a self portrait.</li><li>7. After the students have finished illustrating, give them their photograph to glue onto their page. This should be glued under their name.</li><li>8. Bind all student pages into a class book and place in the class library to students to read.</li></ol> |
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## INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)

4 Name Center

- 5
1. Take a picture of each student.
  2. Print each picture in color and glue to a piece of construction paper to make a card of each student.
  3. Laminate each card.
  4. Attach an adhesive magnet to the back of the laminated photograph.

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	<ol style="list-style-type: none"><li>5. Write each students name on a small piece of the same color construction paper and laminate.</li><li>6. Attach an adhesive magnet to the name cards.</li><li>7. To make this self-correcting, write the name of the student on the back of the photograph card. This can also be used in a pocket chart.</li></ol>
	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>
4	Student will practice matching the names with the correct student picture.
5	<ul style="list-style-type: none"><li>• To add difficulty, have student make the names with magnetic letters as well as matching.</li><li>• Students can also write each name of the photographs they correctly match.</li><li>• Students may also sort the pictures and names.</li><li>• Students may also place the names in alphabetical order.</li></ul>



**UNIT RESOURCES: (include internet addresses for linking)**

**Books**

Bayer, Jane, and Steven Kellogg. *A my name is Alice*. New York, N.Y.: Dial Books for Young Readers, 1984. Print.

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Beaumont, Karen, and David Catrow. *I like myself!*. Orlando: Harcourt, 2004. Print.

Curtis, Jamie Lee, and Laura Cornell. *When I was little: a four-year-old's memoir of her youth*. New York: HarperCollins, 1993. Print.

Curtis, Jamie Lee, and Laura Cornell. *Today I feel silly & other moods that make my day*. New York: HarperCollins Publishers, 1998. Print.

Curtis, Jamie Lee, and Laura Cornell. *I'm gonna like me: letting off a little self-esteem*. New York, NY: Joanna Cotler Books, 2002. Print.

Martin, Bill, and Eric Carle. *Brown bear, brown bear, what do you see?*. New York: H. Holt, 1992. Print.

Vail, Rachel. *Sometime's I'm bambaloo*. Scholastic Press, 2002. Print